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ABSTRACT

Reports and papers from the Washington Association of Foreigh Language Teachers' conference held in Spokane, Washington are compiled in this study. Documents include: (1) "What Price Survival?" (2) "The Application of Linguistics to F. L. Learning," (3) "Bellevue Plans Pilot Project," (4) "Juanita High School German Exchange," (5) "Foreign Language in American Business," (6) "New Directions for F. L. Study in the Seventies," (7) "Pluralism in F. L. Teacher Education," (8) "Russian as a Language of Science," (9) "F. L. Study in Washington: Then, Now, and ?" (10) "Teaching Literature in the Secondary Schools," (11) "Community College Panel," (12) "Another Look at Curriculum Innovation," (13) "A.A.T.F. Report," (14) "Teaching Culture and Civilization," (15) "College and University Panel," (16) "Experiences of a First Year Latin Teacher," (17) "Is F.L.E.S. Holding its Own?" and (18) "Closing Panel Discussion." (RL)

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REPORTS & PAPERS FROM THE STATE CONFERENCE IN SPOKANE, MARCH 17-18.

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WHAT PRICE SURVIVAL?

Speaker: Mr. Gerald Logan,
Morgan Hill, California
Recorder: Prof. Gabriele Hagelstange, E.W.S.C.

Mr. Logan suggested as a subtitle for his speech: "Are the Red Queen's Days Numbered?" In a very clever and stimulating presentation, marking his steps by quotations from Alice in Wonderland, Mr. Logan surveyed the situation of foreign language teaching and then made numerous suggestions for improvement. "The answer to the dilemma", he said, "lies in the mirror."

In the late forties and early fifties the foreign language teacher was about to become a schizophrenic. In all methods classes he heard that the "direct method" was the key; in foreign language classes nobody used it. Moreover, everyone had to work at the same speed. In the late fifties and early sixties the gap narrowed. The "audio-lingual method" was the new style. There was "no separation of church and state", and the lab was to point to salvation, no matter how poor the teacher. In the late sixties and early seventies there has been "no longer a state religion." Students have to be attracted by means of the personal word.

What is the teacher's main problem today: not knowing where to go, or not knowing how to walk? We have competing trends today. The new "in" term is "pluralism." One must examine the various goals of the student and their relevance for him. If he wants to work for the Olympics in Munich--is Goethe's Faust the right preparation, or what? What does it mean to claim that one's class "has a high standard?" It is necessary to satisfy the ego through a more humane outlet, Mr. Logan asserted, in order to preserve the organism. That which worked in the past doesn't necessarily work anymore. Beliefs in eternal truths are gone since these truths turned out to be terminal. Students are not passive objects to be modeled according to preconceived standards. The edifice of teaching which is supported by extrinsic values rather than intrinsic ones may collapse.

Schools that survived without language requirements can teach us. Many unused techniques have yet to be employed. Mr. Logan pointed out that it is important not to teach about humanities, but to be human; not to teach about responsibilities, but to give them; not to drill on skills for communication, but to involve in communication. Let the students learn in different ways, at different speeds. The old programs were often designed to sift out an elite group. It is necessary, however, to look at everyone!

What does that mean in practice? One must not be utopian but realistic, not follow a platonic ideal but look for the imperfect organic process. The place where the language is taught should be a cultural island. Books, pictures, maps, slides, and many other little devices should be at hand. It should be a place where students like to come and feel at home. The

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instructor's individuality should not be pressed into models. One should eliminate the "we-they" relationship between teacher and student and create a teaching-learning team. No student should be deprived either of that which the teacher knows or of that which his fellow students know. The Learning material, not just the learning rate, must be varied. Students should be involved in real communication from the very beginning. Too much time is spent on practising skills. There should be conversation groups of 4 to 6 students meeting regularly. A student should be allowed to stay in any level until he feels secure. A great variety of material is therefore needed at the same level.

Mr. Logan mentioned for further reference the publication of the Proceedings of the Stanford Conference of May 6-8, 1971: Individualizing Foreign Language Instruction, Howard B. Altman and Robert L. Politzer eds., Newbury House Publishers, Rowley, Mass., 1971.

Every school using these suggestions must do so within the framework of its particular environment. "One can transplant a seed," Mr. Logan said, "but not a tree." Alice: "Take care of the sense, and the sounds will take care of themselves."

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THE APPLICATION OF LINGUISTICS TO FOREIGN LANGUAGE TEACHING: THE STATE OF THE ART

Speaker: Dr. Larry Selinker, U. W.

I am appearing here as a language teacher and as a researcher in applied linguistics. I am particularly interested in the three areas which are outlined on the reading list: First, the use of linguistics in the teaching of English as a second language; Second, contrastive linguistics and the contrastive analysis hypothesis; and Third, the psychology of second-language learning. The major part of this paper will cover the first area. Until very recently, I had conceived of ESL as having two dimensions: 1) English teaching abroad, in those countries where English is not the native language, and 2) English teaching in the U.S. to foreign students. Recently a third area has developed, which neither I nor any of my colleagues, as far as I know, had predicted--that of teaching English to large numbers of speakers of other languages who reside in the U.S. and who intend to remain. At U.W., for example, in almost all our English for foreign students classes, we are now getting students who have been to high school in Seattle. Many of these people speak English in an acceptable manner, but have foreign-student-type problems with their reading and writing. This is especially true in the areas of science and technology. Also, as many of you know, a new program in ESL has started in the Seattle public schools. In fact, it's hard to believe that the program is only a few months old. It seems we've done so much. But the need is so great. What a mind-blower to be told that Franklin High School has 25% of its students of Asian extraction, many of them recent immigrants.

I suppose I ought to begin by saying what this paper is not about. Language teachers have traditionally been insecure about linguistics, about its technical jargon, about its changing theories. They have been told that they cannot teach a language unless they know what "language" is. The implication is that linguists do know what "language is" and that linguistics should be the sole basis of a theory of language teaching. This hypothesis has been discredited. Most theoretical linguists seem to agree that what they have in fact are some hypotheses about the nature of language. Some promising hypotheses to be sure but hypotheses nevertheless since every hypothesis you could list is challenged by one linguist or another. And note, furthermore, these are hypotheses only as regards native speaker judgments about sentences mostly about English. This is just not the same thing as describing the realm of speakers of other languages trying to learn to communicate in a second language called English. So, teaching materials cannot be directly based on language only because linguistics does not describe the relevant data of second language learning. Thus, I am not going to be talking about such things as the preparation of teaching materials or the sequencing of drills and rules in a classroom, which must, let's fact it, still be heavily dependent upon guesswork. A language teaching closely tied to some linguistic theory is bound to ignore many problems, problems that rarely excite linguists because there is no place for them in their theories. People, like Katranides (1.3.e on your reading list), have documented this disparity between what is interesting to theoretical linguists, on the one hand, and what turns out to be problems for foreign students on the other. The foreign student, quite often, really suffers until he learns how to say 'guilty of' instead of 'guilty for', 'better than' instead of 'better from', 'English is' instead of 'English are', and so on. The teacher of ESL has to work with the whole of English structure, whether it has been explained or not by the linguist. And the teacher is concerned, properly so, with those aspects of the student's native language which interfere with English.

The linguists' concerns are with some of the areas, but are often of another order, which if I were to list even some of them, would probably sound like gobbledygook to the uninitiated. Try, for example, what is perhaps the most hotly debated issue among the various schools of generative grammar: . . ."Does lexical insertion take place in a block at the level of deep structure or does it take place thruout the grammar or does it take place in a block after the cyclic transformations at the level of shallow structure?" Whatever the outcome of this debate, however this question may be answered, it will make no difference to the teacher's job and most theoretical linguists will tell you this. So I have implied, hopefully in a non-condescending way, that you are probably insecure about linguistics because you are uninitiated into its technical jargon. In order to become initiated into theoretical linguistics, thus really understanding the implications of its technical jargon, takes time and effort, and it is hard to do so from a book. So why should you bother when the concerns of theoretical linguists are irrelevant to your job and, furthermore, when you are liable to get a lot of flack from these linguists when they find out that your motives are not as esoteric as theirs.

Perhaps, you shouldn't, and that is why I have given no references to theoretical articles or books.

Well, I am not here to give you a message of gloom. Though the concerns of theoretical linguists are most often not your concerns, there is much in their work that can, I believe, prove most useful to you. In fact, there is much that has already proved useful to me in teaching ESL.

So I will now discuss in detail what I recommend that you read: papers by theoretical linguists who specifically make their work relevant to language teachers. An important thing to note about this choice of authors is that their credentials as theoretical linguists are what insure that they will not misunderstand what theoreticians have said. I particularly recommend two papers: the one by Robin Lakoff (listed as I.3.b on your reading list) and the one by Bruce Fraser (listed as I.3.d on your reading list. The manual by Lakoff (I.3.c) covers over 30 areas of grammar in easy to read form. Drop me a line if you wish to learn how to get it. Lakoff makes a distinction between the formal devices of generative grammar and the insights of generative grammar. She rejects what she calls the 'faddish' applications of those endorsing the teaching of formal syntax, saying that they are "using one kind of rote learning for another, and this is harder than the first. . . rather than teaching students to reason, they . . . seem to be teaching students to use new formulas."

Lakoff asserts that the preoccupation of many applied linguists with formal syntax narrows the role of transformational grammar too drastically. It fails to account for the essential facts, namely the relationship of sentences not only within a given language but across languages being compared. Other insights that are obscured by the concentration on the rules of formal syntax are: the underlying similarity of many sentences that do not have the same surface structures, and the differences between many sentences that appear alike at the surface, but are not the same at a deep level. Lakoff places emphasis on having students use their reasoning powers at points where mechanical drills just do not help. Perhaps the main proposal which these theoreticians have contributed is that of making students aware of underlying universals for use in creating new sentences in the language they are learning. Most often this information is not present in the sentence. This type of information is often termed 'presupposition' which is defined as information shared by the speaker and the listener. The foreign learner though he or she almost surely has some way of expressing these universal ideas in his own language, has no way of knowing which linguistic forms to attach them to in a foreign language. For example, "whether someone is alive or dead" is a universal notion. Some generative linguists have claimed tnat this notion is what, at least in some cases, distinguishes the past tense from the present perfect. For example, note sentences (1) - (4).

(1) Einstein has visited Princeton.
(2) Einstein visited Princeton.
(3) The patient has gradually grown weaker.
(4) The patient gradually grew weaker.

If (1) is used, native speakers of English share the knowledge that there exists someone named Einstein and that he is alive. Likewise, if we use sentence (3), we share the knowledge that the patient is still alive. If we use either sentences (2) or (4), no such information is presupposed. That is, in order to know which of these two tenses to use in this particular case, to use in referring to something that happened in the past, one must have access to information that is true in the present, information that is nowhere overtly stated. No rule of grammar could predict this kind of choice of one tense over another. Or, consider the case of articles. One of the most difficult things a teacher of ESL must explain to his or her learner is when to use which article. Consider sentences (5) and (6):

(5) Albert is a doctor in my neighborhood.
(6) Albert is the doctor in my neighborhood.

It is impossible to state a grammatical rule that will predict whether sentence (5) or sentence (6) is correct in a given context. Linguists have suggested for sentences like these, that if one chooses (5), one believes or presupposes that it is merely incidental for every neighborhood to have a doctor, whereas if one uses sentence (6), choosing the definite article, then one presupposes that it is normal or necessary for every neighborhood to have a doctor.

How does this all relate to language teaching? Consider the article example. One could give the student a grammatical rule for article choice: use the definite article for something that is already known, or mentioned: otherwise use the indefinite article. But this rule will not help the student decide whether to use (5) or (6), will it? Because either sentence could perfectly well begin a conversation between two people, Albert the topic of sentence (5) or (6) being known to at least one of the participants in the conversation. The student should be given information such as what presuppositions the speaker is making about the topics of the sentence. So, Lakoff suggests that the task of the serious teacher is to teach the non-native speaker what presuppositions go with what uses of the article. And the same principle holds for tense choice, modal choice, passive-active choice and many other grammatical constructions.

As you know, not all rules of English are also universal rules or can be tied to universal concepts. For an example of a language specific rule, let's try to proceed as a linguist might, but with only a little of his technical jargon and technical symbology. Look at the linguistic material in number (7).on your handout.

(7) (John will win) (certain, likely, probable)

Let's say that within the lefthand parentheses, we have a proposition about winning, while in the right hand parentheses, we have some of the modalities that may combine with this proposition (certainty, likelihood, possibility). In English, we can get the proposition in first position on the surface, as in (8), (9), and (10):

(8) That John will win is certain.
(9) That John will win is likely.
(10) That John will win is probable.

In English we can also get the proposition in final position on the surface, as in (11), (12), and (13):

(11) It is certain that John will win.
(12) It is likely that John will win.
(13) It is probable that John will win.

Note that (8) and (11) are paraphrases, as are (9) and (12) and (10) and (13). In English there is another type or paraphrase which one gets by combining the proposition and modality elements in (7). This is exemplified by sentence (14):

(14) John is certain to win.

and by (15);

(15) John is likely to win.

But notice that we do not get in this latter type of structure, a putting together of the proposition in (7) with the modality element probable. If we did, the result would be a sentence like (16):

(16) *John is probable to win.

(16) is not a grammatical sentence in English and this is shown by an asterisk. There is no conceivable grammatical rule that one could tell a student as to why (14) or (15) is a good English sentence and (16) is not. It appears that (16) is an exception to a general process in English. But it might not be in other languages. So, what can we say about (7) - (16) and if you want to go on with this linguistic game, think about (17), (18), and (19) some time.

(17) John is certain of winning.
(18) *John is likely of winning.
(19) *John is probable of winning.

What is important about items like (7) - (16)? It is that generative grammarians have been the ones to bring together previously unrelated data and almost every generative paper is like this. This sort of information has been invaluable to me. What we have not covered here are when certain structures that might be expected to occur like (16) do not and the technical structures and rules by which, say (7) is related to (8) or (11) or (14). These latter things are interesting to me, but I have found no relevance in my language teaching experience for them. You may. But you will never know if you don't have the technical knowledge which will allow you to read the linguistic literature. We should be clear on this point. For people interested in language, theoretical linguistics is not a difficult discipline. But it is a very technical one, and like all technical disciplines, it has a technical jargon and its own style of argumentation.

It is a common experience for Foreign Language teachers to read or hear a sentence produced by a student, know that this sentence is wrong but not know why, and the student wants to know why. Take, for example, sentence (20):

(20) *John regretted Harry to be a language teacher.

Why is this sentence wrong? And what do we do if after some on-the-spot ad hoc explanation, the student brings us a sentence with a pattern similar to to discredited (20), like (21):

(21) John believed Harry to be a language teacher.

which we know is OK. Well, linguists have really helped us here. Look at (22) and (23):

(22) John regretted that Harry was a language teacher.
(23) John believed that Harry was a language teacher.

What the speaker presupposes when he or she uses a verb like regret is that the embedded clause expresses a true proposition. When the speaker uses a verb like believe no such presupposition is made. Verbs like regret are called "factive" verbs while verbs like believe are called "non-factive" verbs. Sentence (20) is wrong because factives do not undergo the rule that produced that type of construction. Only non-factives do. Well, you might ask: should I tell my students about this distinction? Well, that depends. I don't know your students. But, it sure helps if you, the teacher, know this kind of distinction. Supposedly, only factive verbs can take the that-initial structure. So we get the paradigms (24) - (27):

(24) It is significant that John has won the primary.
(25) It is likely that John has won the primary.
(26) That John has won the primary is significant.
(27) *That John has won the primary is likely.

Sentence (27) is bad because likely is non-factive and only factive verbs can take the that-initial structure. Well then, why is (9) an OK sentence? I don't know. Maybe, you and I will disagree about the facts and sentence (9) is not OK for you. Or maybe the time difference within the that-clause affects the factivity condition in some way. Well, if you go on like this you begin to think like a linguist and that is dangerous, because linguistics is a bottomless pit.

The point for us here is that useful and important insights are there, but they may not be all that stable. Linguists have learned to live with such instability. Maybe language teachers should, too.

Let's look at one last example in this genre. Suppose we have taught the learner a sentence like (28):

(28) John couldn't lift 500 lbs.

and we point out to him that it is ambiguous, because it can be paraphrased either by (29) or (30):

(29) John was physically unable to lift 500 lbs.
(30) It is impossible that John lifted 500 lbs.

If this is as far as we went in the language, we could give the learner a rule saying: can is always ambiguous, having either of two meanings: 'ability' or 'possibility'. But then suppose sentence (31) turns up:

(31) John couldn't be as stupid as Harry.

The interpretation analogous to (30) is the only one that is correct, i.e.:

(32) It is impossible that John is as stupid as Harry.

The notion of 'ability' just does not apply. Without one of the semantic principles of current theoretical linguistics, we would be stuck. The reason for one interpretation of (31), i.e. 'possibility', and the two interpretations of (28), i.e. 'ability' or 'possibility', is that the verb following the modal in (28) is 'active' or 'voluntary', while that of (31) is 'stative' or 'involuntary'. Physical inability is not part of the meaning of stative verbs.

A quickie: Did you know that with respect to relative clauses in English nouns are of two types: those that can take a full sentence and those that have one noun deleted? Take a sentence like (33):

(33) I saw the man
with a noun like fact, you can get (33) following it, see (34):
(34) The fact that I saw the man. . . .
With a noun like man, you cannot, so (35) is out:
(35) *The man that I saw the man. . . .
In jargon, with nouns like man one constituent of (33) must be deleted, so we get (36) not (35):
(36) The man that I saw. . . .
The language you teach surely has a distinction similar to this one. Not only do we need knowledge of crucial distinctions such as this one, but we need lists as to which nouns in English are like fact and which are like man. Such lists are often provided in generative studies. The textbook by Rutherford (I.3.a on your reading list) provides lots of useful lists.

Well, to summarize, this, the main portion of the talk, let me provide some general points:

1. Linguists have some very promising hypotheses about language but they are only hypotheses; they are constantly being challenged.
2. These hypotheses are about native speaker judgments and not about the relevant data of second-language learning.
3. Thus, it is impossible to base teaching materials or a teaching methodology upon linguistics.
4. Teaching the rules of formal syntax causes the student to have difficulty.
5. The preoccupation with formal syntax narrows the role of transformational grammar too drastically, failing to account for the relationship of sentences not only within a given language, but across languages, the underlying similarity of many sentences that do not have the same surface structures, and the differences between many sentences that appear alike at the surface, but are not the same at a deep level.
6. Students should be made aware of underlying universals for use in creating new sentences in the language they are learning.
7. Information about sentences which is shared by the speaker and the hearer is termed 'presupposition'. Presuppositional notions affect drastically the choice of grammatical forms.
8. The certain vs. probable example showed that not all linguistic phenomena are tied to the universal. Generative grammarians have clearly described how data, previously thought to be unrelated can be brought together and have also described when certain structures that might be expected to occur do not.
9. Semantic notions like 'factivity' can help teachers answer students' questions such as why sentence (20) is not possible in English.
10. Semantic notions such as 'active vs. stative' verb can help teachers answer students' questions as to why the same modal in (28) has two possible interpretations, whereas in (31), it has only one.
11. Generative grammarians have also provided lists of different types of nouns that are affected differently by different grammatical rules, such as the relative clause formation rule with nouns like fact on the one hand, and man, on the other. Information like this, as regards adjectives and verbs as well, is readily available to language teachers in textbooks like Rutherford's.

In attempting to provide you with some information as to what the import of current linguistics has for me as a language teacher, I have chosen to concentrate on the practical language teaching area I am most familiar with--English as a second language. But I would like to provide you with a glimpse into two other relevant areas where important research is going on--contrastive linguistics and psychology of second-language learning.

Concerning contrastive linguistics, what I have attempted to provide you with in the reading list is the idea of lots of activity and on a world-wide scale at that. Look at Part II of your reading list. After providing you with references to a new textbook and historical reading to see where all this has come from, I have noted 3 attacks on the contrastive analysis hypothesis. What these papers show is that Foreign Language errors cannot be predicted solely from language differences, that other linguistic, as well as many psychological factors have to be in--but this gets us ahead to Part III. I don't want to get into the issue of errors and contrastive predictions here. But I especially want to recommend the paper by Richard (II.3.b on your reading list), where an overwhelming amount of data is presented.

Concerning the recent survey papers I have listed (II.4 on the reading list) all 3 are probably available from the authors; my own surely is.

Those bibliographies (II.5) done for the center for applied linguistics can be gotten from them. The recent conferences (II.6) are, or will soon be, in print. Note the geographical spread. The Honolulu Conference, for example, brought together 500 people from all over the world, mostly Asians. This is listed as (II.6.a).

Let me give you a few more linguistic examples, this time in a contrastive framework. Note once again, examples (7), (8), (11), and (12). They are repeated here for your convenience::

(7) (John will win) (certain)
(8) That John will win is certain.
(11) It is certain that John will win.
(12) John is certain to win.

Note that in the modality part within the right hand parenthesis of (7), we have chosen to concentrate here on certain. The Spanish translations of these 4 are presented in (37) - (40):

(37) (Juan ganara) (cierto)
(38) Que Juan ganara es cierto.
(39) Es cierto que Juan ganara.
(40) *Juan es cierto ganar.

As in English, the Spanish proposition can occur in initial position in the sentence. That's (38); and in final position; that's (39). But (40) is out in Spanish. This is exactly where an interesting thing happens. The English-speaking learner of Spanish attempts to apply the rule that got him (12) to the Spanish data and comes up with an error like (40). It also happens to the English-speaking learner of French who often produces a sentence like (41):

(41) *Jean est certain gagner.

This sort of thing is very regular.

Another interesting contrastive aspect involves presuppositions and surface syntactic form. We said previously that most presuppositions appear to be universal, but that the foreign learner of English has no way of matching up which presuppositions he already knows go with which surface grammatical forms in the foreign language. Remember it is stated that Lakoff suggested that the task of the "serious teacher" of Foreign Languages is to teach the non-native speaker what presuppositions go with what uses of the article, tenses, modals, and active/passive among other things.

Let us briefly look at active/passive in English and Japanese, borrowing another example from Lakoff's important work.

Both in English and Japanese, there are constructions which exchange the function of subject and object, which add an ending on the verb, and which serve to create a new focus or topic of the sentence. These superficial grammatical features have traditionally led linguists, textbook writers and language teachers to equate these English and Japanese constructions. So, according to this superficial contrastive analysis, English and Japanese have a passive, and the speaker of Japanese should have no trouble with the English passive. But he does, frequently producing

(42) *The accident was occured on June 29.
(43) *Bill was died last night.

Lakoff noted that these frequent errors usually involved a situation in which the action affected the subject of the sentence unfavorably. A linguistic study of Japanese led her to the realization that there appear to be two forms in Japanese which are superficially identical one to the other, both of which are equated with the English passive. One of these forms carries with it the presupposition that something bad happened to the subject of the Japanese sentence. Furthermore, when this presupposition applies, the Japanese passive can be used with intransitive verbs. Thus accounting for, in Japanese, the correctness of the translation equivalents of (42) & (43), as well as for the occurrence in Japanese-English, as it were, of sentences (42) & (43). In the latter case, as was the case with (40) & (41), the speaker is applying his native language rule to English data. Lakoff goes on to say that our task as teachers is to help the Japanese-learner of English by telling him why he forms a passive rather than an active sentence in Japanese: i.e., what he presupposes when he does so, and show him the corresponding facts for English, talking about where they differ, giving many examples, and so on. It is important to explain that in English (44) is not a paraphrase of (45):

(44) John was shot by Harry.
(45) Harry shot John, to my discomfiture.

The teacher of English as a second language when dealing with the English passive must talk particularly about environment: in English, there are situations where the passive cannot be used without sounding odd, due to what are known as 'discourse phenomena'. To get into this aspect of things leads right into the forefront of current linguistic research. But now at least, we have some idea of the kinds of information we must begin to discover, so that we can transmit it to the foreign student of science, for example, who must use the passive correctly in his papers and technical reports. Without current linguistic theory, we would just not know where to begin.

Concerning the psychology of second-language learning, what I have presented to you on the reading list is in essence my own research bibliography, flanked by two new textbooks. I might add that this listing is in reality the 'initial reading list' for a graduate linguistics seminar I am giving at UW next quarter on 'Psychology of Second-Language Learning'. If you are interested in this course or in receiving anything on this list, see me afterwards or write to me.

I will end this paper by briefly trying to give you some idea of the nature of the 'interlanguage' hypothesis.

The observations that form the basis for this hyposthesis are the observable differences between the language forms produced by the native speaker of the foreign language, on the one hand, and the language forms produced by most learners of second languages, on the other. It has been estimated that as high as 95% of all learners of foreign languages, who begin after the age of 12, consistently produce utterances which are not identical to what the native speaker would have produced had he attempted to express the same meaning. Thus, when one looks carefully at the utterances that learners regularly produce when they attempt to express meanings in a second language and compare those utterances with utterances produced by native speakers of the foreign language, one sees regular deviances. Since we can observe that these two sets of utterances are not identical, then in the making of new psycholinguistic constructs relevant to a theory of second-language learning, one feels justified in hypothesizing the existence of a separate linguistic system called interlanguage based on the observable output which results from a learner's attempted production of sentences in the foreign language. These 'interlanguages' are sometimes called 'learner languages'; remember, we used the phrase 'Japanese-English' with regard to sentences (42) & (43) above.

Partial grammars have been written for these interlanguages and they show that the construction of sentences in these 'learner languages' often reflect processes which do not seem to reflect in turn the native language or the foreign language. Where then do such deviant forms come from if they do not come from knowledge of the native or of the foreign language? It has been suggested that there are five processes which account for interlanguage form. These processes are, it is hypothesized, latent in the brain, becoming activated, if one begins learning a second language after the age of 12, whenever one's mental set is switched from expressing meanings in one's native language to attempting to express these same meanings in a second language. The 5 processes are as follows: (1) Language transfer is identified when it can be experimentally shown that interlanguage surface forms are the result of the native language; (2) The process of Transfer-of-training is identified when it can be experimentally shown that interlanguage surface forms are the result of identificable items in the language-training process; (3) If these forms are a result of identifiable approach by the learner to the material to be learned, then we are dealing with Strategies of Second-Language Learning; (4) If they are a result of an identifiable approach by the learner to communication with native speakers of the foreign language, then we are dealing with Strategies of Second-Language Communication;

(5) If they are a result of a clear overgeneralization of the rules of the foreign language, then we are dealing with Overgeneralization of Target Language Rules. Finally, underlying these five processes a psychological mechanism which is also assumed to be latent in the brain, called Fossilization. This mechanism is intended to account for those linguistic phenomena that speakers of a particular native language tend to keep in their interlanguage relative to a particular target language, no matter what the age of the learner or amount of explanation and instruction he or she receives in the foreign language. Much current research is going into refining these notions, especially the nature of second-language-learning strategies and communication-strategies, and the way in which the fossilazition mechanism is related to those errors that second-language learners cannot seem to eradicate from their speech. It has been observed that the regular 'backsliding' that most second-language learners undergo, producing errors which were thought to be eradicated, is not toward a native language norm, but toward an interlanguage norm, and that fossilazition seems to be the mechanism at work here, governing these regular reappearance of these deviant linguistic forms.

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BELLEVUE PLANS PILOT PROJECT IN FOREIGN LANGUAGE TEACHER CERTIFICATION

Speaker: Lester W. McKim,
Coordinator of Foreign Languages,
Bellevue Public Schools

If current plans continue on schedule, about one dozen foreign language teachers in the Bellevue Public Schools will participate in a special pilot project for teacher certification during the 1972-73 school year and the summers of 1972 and 1973. The pilot project will operate according to the State Department guidelines (WAC 180-80-700 through 180-80-740) adopted by the State Board of Education in 1971. These are the guidelines that evolved from the working copy widely known as the "Fourth Draft."

A thorough discussion and presentation of the guidelines was included in the November, 1971, issue of the State Superintendent's newspaper "Your Public Schools." In that publication, it is emphasized that the 1971 guidelines differ from the current practices for teacher education and certification in six important ways:

1. The guidelines and standards emphasize a focus for program development according to the needs of children.
2. The guidelines reflect the state's concern for the development of an open system which will allow input from a variety of sources, which will not lock all persons into the same mold, and which will encourage difference, variety and change.
3. The guidelines encourage broad participation and decentralized responsibility and accountability for preparation and the outcomes of preparation.
4. The guidelines give an equal voice in all planning, policy formation, assignment of responsibilities, evaluation of programs, and the hearing of appeals.
5. The guidelines insist on serious consideration of competencies in subject matter knowledge as well as in the art and science of teaching and in such human dimensions as inter-personal communication.
6. The guidelines reflect systems approaches which have been developed during the last 25 years, calling for teacher preparation related to expected performance in the classroom, performance in the classroom related to subject matter objectives, preparation based on the individual needs of the future teachers, and participation by the degree candidates in all levels of planning.

According to the 1971 guidelines, there will be three levels of certification for teachers:

a. The Preparatory Certificate, to be used for intern or student teaching experience;
b. The Initial Certificate, good for three years, for candidates who are ready to begin their first regular teaching position;
c. The Continuing Certificate, which authorizes school service on a career basis. The Continuing Certificate is valid as long as the holder continues in service, but it should be emphasized that the

> philosophy of the 1971 guidelines emphasizes teacher preparation as a career-long, continuing process, extending beyond the awarding of the Continuing Certificate.

Three agencies are to take part in the planning and implementation of the certification programs. Those three agencies are designated as professional association, school organization, and university-college. There may be one or more institutions or organizations involved as a representative of each of these three groups. Any group organized for a special program will be known as a consortium.

In most parts of the State, efforts are going on to form consortia under the leadership of a local college or university. Bellevue may be the only district that has become involved in an effort to initiate the implementation of a consortium. In Bellevue, the impetus for the consortium came from the commission on Teacher Education and Professional Standards (TEPS). Members of that local commission contacted me in September as a representative of the Foreign Language teachers in Bellevue. It was their wish to form a consortium and to implement a pilot project in a subject matter area with a limited number of teachers and with a clearly defined program.

My initial affirmative response was tentative. After meeting with such groups as several of the school administrators in Bellevue, the Foreign Language coordinators in the Puget Sound area, the BEA TEPS Commission, the Foreign Language coordinating council in Bellevue, and the Foreign Language teachers who would be possible candidates for a pilot project, my affirmative response became stronger. At this point, I am firmly committed to the pilot project for 1972-1973, and I am optimistic that we will be able to implement it.

Here are the reasons for my commitment to the 1971 guidelines:

1. Bellevue has a young Foreign Language staff, and about one-fourth of the 57 Foreign Language teachers do not yet have standard certificates.
2. Without exception, the FL teachers who are now working toward standard certification according to the 1961 guidelines do not see a great deal of relevancy between the course work they are taking and their teaching assignment.
3. We have at the present time in the State of Washington a rather unusual accumulation of strong Foreign Language leaders. If the talents of these people can be brought to bear on the specific problems related to the implementation of the Bellevue pilot project, the results will be impressive. Bellevue's teachers and its FL program will surely benefit. The experience here could also prove beneficial to other FL teacher training programs across Washington.
4. The implementation of this project is one way for the FL profession in Washington to take the initiative in decision-making processes which will affect teacher training for many years. If we do not take the initiative, we shall have little reason to complain in the future about programs that are developed without our voice.

The formal consortium that would be established to administer the pilot project in Bellevue would consist of representatives from the following organizations: The Bellevue Education Association (professional agency), the Bellevue Public Schools (school organization), and one or more-hopefully all five- of the state colleges and universities (university-college). Although the Washington Association of Foreign Language Teachers is not included as a member of the consortium, WAFLT has been represented by past-president Richard Whitcomb and president Phil Baudin at meetings held so far this year.

There have been three state meetings this year. At these meetings, there have been representatives from the Bellevue Public Schools (BPS) administration, the BPS Foreign Language Coordinating Council, the BPS Foreign Language teachers who are potential candidates for the project, the BEA TEPS Commission, each of the state colleges and universities, WAFLT, and the State Department of Public Instruction. As I assess the work that has gone on this year, it is frightening to realize how time consuming it has been for me. The only justification I have for the time I have spent is the hope that the project can be implemented and will prove beneficial to the FL program in Bellevue. So far, the greatest benefit has been that this project proposal has served as a vehicle for bringing together FL people from all parts of the state for a serious discussion of the problems and potential benefits of the 1971 guidelines.

The following objectives are listed for the pilot project which we are proposing:

1. To certify under the 1971 guidelines the Bellevue Foreign Language teachers interested in participating. (Note that this pilot project will not concern itself with the certification of college students preparing to teach.)
2. To facilitate the formalization of a consortium for certification of teachers according to the 1971 guidelines.
3. To develop guidelines for a pilot program leading to Continuing Certification of Foreign Language teachers, which could be applicable to certification programs in other disciplines and to Preparatory and Initial levels of certification in the Bellevue Public Schools and other districts.
4. To test the validity of the 1971 guidelines for teacher certification.

I could write a short book on the ideas which we have discussed during our meetings this year. The purpose of this article has been to inform FL teachers of the possible project. We have scheduled a meeting with representatives of the top administration from each of the five state colleges and universities. If they are willing to cooperate with us in the formation of a consortium, then we will begin spelling out the components of the program in which the Bellevue FL teachers will participate. Hopefully a positive report will be ready for an early issue of the WAFLT Forum next year.

JUANITA HIGH SCHOOL GERMAN EXCHANGE PROGRAM

Speaker: Mrs. Annelies Clauson,
Lake Washington Public Schools
Recorder: Mrs. Jane Johnston,
Pullman Public Schools

In explaining an unusual feature of the German program she directs at Juanita High School, Annelies Clauson answered one of the most common questions asked at the WAFLT Conference in Spokane: How can we make Foreign Languages relevant to today's students? Mrs. Clauson's German exchange program has a relevance rooted in broad cultural experience, reality and personal committment. Her students really live the language. They spend six months with a German family and attend a German gymnasium. But Mrs. Clauson's program was never, from the beginning, just another plan to ship American youngsters off to Europe. The two-way exchange, in which German students come to America and attend Lake Washington District Schools, as well as the way in which the program has grown, amply demonstrate this.

Mrs. Clauson's program began as a sincere attempt to counteract a troublesome phenomenon of modern life: mistaken abstract images and stereotypes of other people which seem to be the inevitable flaw of mass communication techniques, like T.V. In her attempt to present a richer, fuller view of German culture's contribution to civilization, she was often confronted by Americans whose knowledge about German people was limited to Hitler atrocity stories left-over from World War II. Mrs. Clauson persistently sought ways to replace this limiting image with realities. For two years whe wrote letters to friends in Germany attempting to locate families who could invite American high school students into their homes. Finding German families who were willing and able to help was not easy. Mrs. Clauson, who was born in Europe, knew that most German families live in apartments and find it difficult to make room for an "extra," even though they might want to. Undoubtedly, too, part of the German image of America was influenced by similar misconceptions of Americans. But obstacles and disappointing dead ends did not discourage her. Ironically, the mass media helped give the program its start. She managed to have an article describing her project placed in a Hamburg newspaper. As a result, she received inquiries from ten German families. Annelies Clauson wasted no time. She carefully screened her students and immediately involved herself in the crucial arrangements for their departure. Her intense personal committment was not in vain. The first year's experiment was successful and the following year she gained more formal support from the Lake Washington School District. Since that time, 105 students have exchanged abstractions for real cultural experiences. In today's troubled world, it would be difficult, indeed, not to recognize the relevance of such realities.

The benefits, however, of Juanita High School's German exchange program are not limited to its participants. German families likewise exchange manufactured cliches for realities by hosting young Americans and sending their own children to live with American families and attend an American school. Mrs. Clauson's personal concern is evident in her efforts to make the German students feel welcome in the school and community. She misses no

opportunity to do this. For example, she organizes receptions for the incoming students at the airport. Some of her infectious enthusiasm is evident in the number of volunteers who appear at the airport with her. The behavior of these "volunteers" is a sample of the larger, unforeseen benefits the program has brought to the school and the community. German students, in addition to acting as aids in the language classes, demonstrate in informal ways what friendly, well-meaning people from different parts of the world have in common. Host families share their common experiences. Lake Washington host families have sometimes vacationed together, finding and strengthening ties within their own community. Some of these families have even traveled to Europe and visited their German counterparts. One may easily conclude that the program has vital influence well beyond that which it exercises on those directly involved in making it a success.

Success and enthusiasm resulting from such programs are usually the result of much thought, effort and organization. No portrayal of Mrs. Clauson's program should omit the experience evident in its working arrangements. Understandably there is considerable emphasis on the responsibility of the student. Any student at Juanita High School is eligible for the program provided he passes a careful screening process. For the most part this involves competence in the language, good grades, and teacher recommendations. The student must see that all forms and information are completed on time. These include such things as: a statement from his parents, a health certificate, a financial agreement, pictures, and his academic record. The program is financed by parents, if they are able to do so, but no student has been excluded for financial reasons. Money from school projects is put into an Exchange Fund and used for such purposes. A five hundred dollar cash outlay is considered sufficient for each student. This includes $350 for plane fare and $150 for spending money. Before they depart, students attend briefing sessions consisting of vocabulary drill and information on German culture and politics. Most of the working arrangements have grown out of experience with the program. An accomodation to students who wish to do additional traveling, for instance, allows them to do this either before or after their stay with their host family and insures that they will have the advantage of attending a German school. Further help for the students who complete the six month exchange is provided by Juanita High School. Students are given two credits in German and one in social studies which they may apply toward their regular graduation requirements. Students are responsible, however, for making up other required credits either before or after completing the exchange. Clearly the growth and success of the program owes something to these flexible working arrangements and to the responsible committment of the individual students. But within the record and details of success is inferred some generating spark, some sustaining energy.

For those of us who observed closely, something of Annelies Clauson's personal committment was evident in her closing remarks. With a touch of moisture in her eyes, she read a little quotation from Eichendorff. Roughly translated it says that even though we become attached to a new home, we never forget an old one. It was an apt reminder that the really fundamental realities are human relationships. They are always new, always relevant. They are the roots of human culture in language and in all learning programs which are truly successful.

THE ROLE OF FOREIGN LANGUAGES IN AMERICAN BUSINESS

Speaker: Mr. Clarence Hulford,
Senior Vice-President,
International Division,
The National Bank of Commerce of Seattle
Recorder: Mr. Harold Skinner,
Spokane Public Schools

Mr. Hulford considered the significance of foreign languages and foreign cultures from the vantage point of many years of travel throughout the world. He expressed views reflecting the problems which many multinational companies are experiencing in the assignment of representatives to foreign lands. These are a new breed of businessman, equally at home in Paris, Berlin, Buenos Aires, Tokyo or Melbourne, within the commercial community. However, such a person must possess a number of extraordinary qualities in order to be successful.

Insight into a culture is vital. The culture is broader than the language of a people and involves subleties which may escape a novice, particularly the typical, impatient American who is eager to produce results on a new assignment. For instance, the Asians insist on special formalities before the matter at hand may be discussed, just as the Latin businessman exposes his guests to informal time-consuming social rites. Only a flexible and knowledgeable visitor knows the right moment to become serious about closing a business transaction. At the same time, impatience and misunderstanding may cause the foreign guest to make a faux pas which could shatter the chances for a successful culmination of his assignment.

Learning to deal effectively in the tongue of a foreign host is an asset, but the mere fact of communication in the language is in itself no guarantee of complete understanding. Speaking a language inside the culture is quite different from simply learning the technical apsects of syntax, vocabulary, intonation and articulation in a classroom. The danger lies in overconfidence at the point of achieving a degree of skill in basic communication. Cultural nuances inherent in a language may be misinterpreted or ignored, as has been stated, and the result may be extreme embarrassment or may cause offensive behavior.

Early language training involving total immersion is best for retention and achieving self-identification with a language. A Japanese child grew up in a foreign service family but learned Japanese only within the family and the limited associations of embassy life while exposed to the pervasive Anglo-Saxon culture of the host country. He was truly bilingual, but in later years he reflected a somewhat shallower grasp than would a homeland Japanese, of the language at certain points, and he was prone to forgetfulness after prolonged absences from Japan. Another Japanese grew up in the homeland but received his higher education in the United States. His intuitive usage of Japanese was more profound.

Mr. Hulford stressed the value of learning certain basic functional expressions in more than one foreign language, as well as achieving the comprehension of rejoinders and simple comments in situational contexts. He referred to the frustration that may arise if one assumes that in all cases an interpreter will be available or that all foreigners somehow comprehend a gesture or a loudly repeated American phrase.

Another false assumption is that a language possesses the same vocabulary usage and semantic values throughout the world. An example of this fallacy is seen in the great variations between British and American languages, so much so that American legal documents in some places are likely to be misinterpreted in Great Britain.

On the personal level, one who wishes to be successful as a multi-national businessman should possess innate qualities of receptiveness to other peoples, sincere interest and curiosity about them as individuals, eagerness to learn their culture and language, infinite patience and a sensitivity vis-a-vis their culture and values. Although a substantial background of liberal arts, culture and foreign language are strong requirements for a person entering this field, of even more importance are the human traits of cultural sensitivity. A company can always teach an employee the business skills necessary, but the lack of proper attitudes and awareness could be decisive for an individual's career. Finally, Mr. Hulford said that the expert commercial representatives of an American firm, by their conduct, can do more good for the United States than the entire American diplomatic corps.

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NEW DIRECTIONS FOR FOREIGN LANGUAGE STUDY IN THE SEVENTIES

Speaker: Dr. George E. Smith,
Univ. of California, Santa Barbara
Recorder: Dr. Diane Corbin,
E.W.S.C.

Dr. Smith chose to talk about recent developments in foreign language teaching. One important factor is in the break between high school and college: far too many students begin at the 101 level in college after two years in high school, feeling they are unready for college courses. Accountability is a new "in" word, because educational costs are soaring, taxpayers want to know that someone is responsible for what happens in education. This is turn has led to a new experiment in learning, based on management procedures, the performance contract. An organization, for a fee, guarantees the student's development to a certain level. There is concern about the future of foreign language because of the widespread dropping of foreign language requirements, due primarily to student unrest.

There are three possibilities for foreign language teaching: we can wait until external forces, such as the Sputnik, return foreign languages to their earlier popularity; we can go the way of classics and quietly bow out; or we can accept the idea of accountability and the idea that we must succeed with all students. Corporations are apparently succeeding in doing this where the schools have seemingly failed.

It would appear that the next stage in foreign language teaching is about to begin. We have seen that the audio-lingual habit-formation is about to yield to the "cognitive" approach being pioneered by the performance contract companies. This approach takes into account the contributions of psychology and learning theory, particularly those of the cognitivists who reject the rigid stimulus-response theory of the neobehaviorists (ALM) and rely on the mind as a reasoning apparatus. The A-L approach is not compatible with learning theory, for in the cognitive process, the mind retains broad generalizations for long periods, but not details. Thus the teaching method should provide meaningful generalizations, i.e., those based on and linked with something already present in the mind. Rote learning is rejected: the student must learn one form thoroughly before going on to the next. Meaningful learning must be motivated: materials should be interesting, properly sequenced to insure the maximum of successful experiences, and offer reinforcement of what has been learned.

Teachers should be allowed time for retraining in order to become learning diagnosticians. They should be able to use learning theory to examine problems and be able to avail themselves of all knowledge available in learning theory.

Primarily, Dr. Smith concluded, we must do what performance contractors are doing, and succeed by putting aside our old ideas in favor of tolerance and flexibility to new ideas.

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PLURALISM IN FL TEACHER EDUCATION: A VIEW FROM AROUND WASHINGTON
A PANEL DISCUSSION

Moderator: Dr. Howard B. Altman,
Univ. of Washington

Introduction

The third volume of the Britannica Review of Foreign Language Education, published last year under the auspices of ACTFL, was devoted to the theme of "Pluralism in FL Education." By this designation is meant that students learn FLs for different reasons, with different levels of ability, different educational and cultural backgrounds, and different ambitions, and these differences must be reflected in the curricula which a modern FL program offers to its clientele. Extending this notion of "individual differences" to teachers--who are, as we occasionally forget, also individuals--this

panel sought to examine in what ways teacher education in the state of Washington reflects the different goals of FL personnel at all educational levels. The three panelists are all currently doctoral candidates in the Doctor of Arts Program in German at the University of Washington. James Stark, Susan Karr, and Jeanne Lee researched FL teacher education programs within Washington and compared local programs to the national scene. Both preservice training and in-service training were examined. Abridgements of their presentations follow this statement.

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FOREIGN LANGUAGE IN-SERVICE TRAINING IN THE ELEMENTARY AND SECONDARY SCHOOLS A REPORT

James L. Stark,
Univ. of Washington

I. What is "in-service" foreign language teacher training?

In order to determine how the individual school districts in the State of Washington view in-service preparation, I circulated a questionnaire around the state, as well as polled several foreign language teachers in the Seattle area. Of the thirteen districts polled, seven responded. Of the seven, four viewed in-service training as either a "necessary follow up" to university training or as a supplement to it. Two of the seven viewed in-service training as a re-training process, and one saw it as a means to remedy specific problems. Of the four Seattle area foreign language teachers I questioned, two did not have a firm idea of what in-service training was supposed to accomplish, and the other two had only a vague notion of its purpose.

II. What about FLES?

In Seattle, though FLES has not officially been done away with, there is no required participation, and foreign language instruction is strictly on a voluntary basis. Televised Spanish instruction is still available for the interested elementary school teacher. There are, however, no training facilities for the elementary teacher who is not a Spanish specialist.

In Spokane, televised French is available*, but elementary teachers who are not language specialists are unable at present to fully exploit these services. The language consultant and the television teacher have been made available once a week for "drop-in" classes on French instruction.

Where elementary level foreign language instruction is present in the State of Washington, it is primarily due to the organizational efforts of certain ethnic groups. There are, for example, some fourteen privately run German

* Eds.' note: After this report was written, the televised French program in the Spokane Public Schools was deleted from the curriculum in the wake of a second levy failure.

language schools around the state. One component of the private language school is the training of teachers which is a regular Saturday morning function of the Edmonds German Language School.[1]

III. Secondary foreign language in-service training--what it looks like.

If FLES in-service preparation in the public schools is all-but-non-existent, secondary in-service training might be described in some districts as leading a phantom existence. In Kent, south of Seattle, there is, at this time, no program for foreign language in-service training. In at least one district in the Puget Sound region, no in-service training has taken place for the past seven years, with no plans for it in the future. The Highline district, also south of Seattle, characterizes its program of in-service education as having regularly scheduled courses with college credit. Seattle Public Sch Schools engage primarily in staff development and curriculum planning and are involved in only modest in-service training in the sense of actual training. In Bellevue, on the other hand, foreign language teachers are paid to attend five days of workshops each year. In Spokane, teachers meet on a voluntary basis for in-service classes, completely on their own time and with no supplemental pay. In Lakewood Center, an attempt has been made to promote visitation of Junior High foreign language teachers to Senior High teachers in order to discuss articulation problems. A workshop three summers ago was the last formalized in-service training program there.

One teacher I polled made the following remarks relative to in-service training: "Although some programs are available, I consider them poor and in no way assisting me professionally."

One coordinator pointed up the absence of practical emphasis in the existing workshops available to teachers: "Teachers want to do something, not just listen to lectures--they are, for the most part, creative, dynamic and hard-working people."

IV. What can be done to improve foreign language in-service training?

The following suggestions were proposed by the districts which responded to my questionnaire: Three districts suggested summer workshops lasting at least two or three weeks, be held regularly. One Eastern Washington district would like to see long weekend workshops during the school year in addition to summer workshops. Presently under development in yet another district is a training program leading to continuing certification according to the 1971 guidelines.*

So, as we can see, there are a number of different in-service programs throughout the state, some adequate, some not, as well as a number of suggestions for improvement where it is needed.

1 Willi W. Fischer, Victor E. Hanzeli, F. William D. Love, "Academic Report: Community-Based Foreign Language Teaching in Washington," Modern Language Journal, December, 1971, p. 516.

* Eds.' note: See pp. 18-20 above.

TEACHER TRAINING PROGRAMS IN FOREIGN LANGUAGE FOR THE COMMUNITY COLLEGE LEVEL

by

Susan Karr

In the state of Washington several teacher training programs are aimed at preparing professionals for the community college level. In the field of foreign languages, four schools (U.W., W.S.U., W.W.S.C., E.W.S.C.) apparently offer training opportunities. However, only two of these, namely Eastern and Western, have official programs.

Interestingly, the programs at Eastern and Western are quite dissimilar. They are administered by different types of departments, offer different course work, and differ on the matter of an Internship. One possible explanation for such a disparity might be that in Washington at present there seems to be little agreement between institutions on matters relating to the development of teacher training programs. In addition, other problems are associated with the establishment and organization of teacher training programs for the two year schools, as the results of a state-wide survey of foreign language personnel at two year institutions, which I conducted this year, indicate.

One question asked was: "Do you believe there should be teacher training programs for community college level FL teachers?" Two-thirds of those who responded said "yes", while one-third said "no," or had no opinion. The most frequent reason given by those who responded negatively was that the two year schools already have an oversupply of candidates from which to choose. A second question posed was: "Are you aware of the existence of any programs for the training of community college foreign language teachers now functioning in Washington?" Three-fourths said no. Three of those who responded positively answered as follows:

Person #1: "Only the DA program at the U.W."
Person #2: "Yes, but I'm not impressed."
Person #3: "Not in FL only, but there are several which train students for community college programs which are adaptable to FL--Eastern, Western, W.S.U."

Of these "yes" answers, only one-the last one-is right, and even that is only partially correct, for there also exist possibilities at the U.W. for working out a program on an individualized basis between higher education and, say, German. On the other hand, the DA program at the U.W. does not as yet concern itself specifically with the two-year college level. This kind of answer points up something very interesting about the existing teacher training programs and options: those in the profession do not seem to know about them. The one answer, "Yes, I know of programs, but I'm not impressed", brings up another problem--that of public relations.

In conclusion, let me say that I am less concerned about the situation in the state than I may appear. At least we have programs, which is more than can be said for many states. While it is true that neither existing program has students enrolled at this time, administrators connected with these

programs are confident that the situation will change. In spite of such optimism, however, there is still concern over the current lack of state-wide agreement on fundamental issues. In this connection I would like to offer three suggestions, based partially on the responses to the questionnaire:

1) More research needs to be done. We need to find out, for example, if teacher training programs are really needed and desired by the two-year schools, what kind of teacher these schools would like to see produced, and if there is a market for these new teachers.

2) State-level conferences and workshops need to be organized where teachers and administrators from the two and four year schools can share problems and ideas, and where teachers can obtain further training in such areas as audio-visual aids and methods of individualizing instruction.

3) Discussions should be initiated to find out if those connected with foreign language teacher training programs could--or should--attempt to work out local guidelines for programs, perhaps as a step towards the establishment of national guidelines.

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COLLEGE-LEVEL FOREIGN LANGUAGE TEACHER PREPARATION

by

Jeanne Cox Lee

When we speak of college foreign language teacher preparation, we are normally talking about the graduate student and his opportunity to gain training and experience as a Teaching Assistant or Fellow. Usually these teaching opportunities are limited to first and second year skill courses. The future college teacher very rarely receives any practical experience or training in teaching the upper division or graduate courses for which he is academically preparing himself.

In order to determine how the State of Washington prepares students for college instruction, questionnaires were sent to the twenty-two foreign language departments throughout the state, and the following sketch is based on the sixteen responses received.

There are three institutions in the State which employ graduate students as Teaching Assistants; the University of Washington, Eastern Washington State College, and Washington State University. Teaching Assistants in these departments normally receive training and experience in lower-division skill courses, as elsewhere in the country. All departments reported some kind of orientation program for new TA's. The trend which M. P. Hagiwara* noted in a national survey of TA programs seems to be true also for the State of Washington; larger departments tend to have elaborate systems of orientation, while smaller departments tend to have minimal programs. The length of orientation in the state varies from one or two meetings before actual instruction begins, to two weeks of such sessions. In some departments, new TA's observe classes taught by full-time faculty members and gradually take over the teaching responsibilities.

* Leadership in Foreign Language Education: Trends in Training and Supervision of Graduate Assistants. New York: MLA-ACTFL Materials Center, 1970.

If the scope of orientation sessions must be determined by the number of teaching assistants a department has, we might expect to find a decrease in the amount of orientation provided, as foreign language enrollments decrease--and the number of TA positions accordingly. For example, an extensive pre-service internship program in the Romance Language Department at the University of Washington was recently discontinued--due both to budgetary cutbacks and to a vast decrease in the number of incoming TA's.

All departments in the state also appear to offer some type of in-service training and supervision for TA's. In addition to regular meetings with supervisors and coordinators, larger departments provide seminars on methods. Classes taught by TA's are visited regularly by the supervisor (usually an assistant professor) and consultation is available as needed. The German Department at the University of Washington has introduced a mentor system this year, where one full-time faculty member is assigned to each incoming TA. The mentor teaches for demonstration purposes, and regularly visits the classes taught by the TA, providing supervision and guidance on a one-to-one level.

The training of graduate students to teach upper-division or graduate courses in the State of Washington, as elsewhere in the country, appears to be somewhat neglected, although not totally. Occasionally graduate students who have attained candidate status are provided with the title of Pre-Doctoral Associate and allowed to teach upper-division language and literature courses. In addition, the Doctor of Arts Program in German at the University of Washington requires supervised teaching experience at the upper-division level.

Once a full-time faculty member has been hired by a FL Department in the State of Washington, there is no type of pre-service or in-service training provided, and very rarely any kind of direct supervision by the department chairman. Western Washington State's FL Department was the only one which indicated that colleagues regularly visit one another's classes and play a role in teacher evaluation.

Questionnaire responses indicated general satisfaction with the training of teachers (TA's) for elementary classes. One rather disturbing fact revealed by the responses, however, is that the number of individuals who can receive this type of teaching experience has decreased. In the best circumstances there is only one TA position for every two graduate students--in the worst, one for every ten. Perhaps some thought will have to be given to the problem of providing teacher training for those who cannot receive teaching assistantships, if preparation of college FL teachers is to maintain its present level. If there is to be improvement in college teacher preparation, more attention will need to be focused on the upper-division and graduate levels of instruction. This attention might involve providing graduate students with more opportunities to gain experience in teaching these advanced courses, and encouraging a program of continuous evaluation on the job through colleagues visiting one another's classes.

RUSSIAN AS A LANGUAGE OF SCIENCE

Speaker: Dr. Igor Kosin,
Washington State University

Modern science is a truly international and its principal language for communication unquestionably is English. Russian is second. This fact can be seen in that close to 70% of some 26,000 scientific articles, reports and books in physical sciences abstracted in January, 1972, by Chemical Abstracts were written in English and 20% in Russian. The same is true for biological sciences: last January Biological Abstracts reviewed 11,666 scientific papers and, again, for nearly 70% of them the original language was English and 18-20%--it was Russian.

This is nothing new, for the growth of English and of Russian as the two most important languages of international science has been steady ever since the turn of the century. The following tabular material related to literature in organic and analytical chemistry during the first half of the XXth century proves this assertion. The table gives the relative standing of "major" science languages from 1897 to 1949-1950, as measured by the number of papers published in a selected list of prestigious scientific periodicals of the era. Note the rise of English to the first place, the decline of both German and French and the emergence of Russian as a leading language of science.

Table 1. Scientific Papers in Organic and Analytical Chemistry by Languages.* (%)

	1897	1917	1937	1949	1950
English	16.7**	32.1	36.1	61.2	----
	19.1	56.0	28.8	39.8	44.1
German	54.1	43.1	25.4	11.0	----
	53.1	23.4	24.2	11.4	10.7
French	19.0	4.8	9.9	8.2	----
	20.0	9.1	8.9	11.2	10.7
Russian	3.2	7.3	12.9	10.9	----
	2.3	0.6	24.4	22.7	20.2
Japanese	----	1.4	5.6	3.1	----
		0.9	2.4	1.3	2.8
Spanish	----	0.4	0.6	1.1	----
		1.9	2.3	5.7	4.3
All others	7.0	10.9	9.5	4.5	----
	5.5	8.1	9.0	7.9	7.2
Total number of papers	1303	785	3048	3530	----
	771	320	1412	1569	1710

* Source: Science, v. 115: 25 and 555, 1952.
**top line--data re. organic chemistry
bottom line--data re. analytical chemistry

More recent data, collected from several sources, again show English in the first place and Russian in the second as the means for communication via the printed word in the international scientific community today. This is true in all areas of scientific endeavor: chemistry, physics, geology, mathematics, biological sciences:

Table 2. Distribution of scientific papers arranged by languages. (%)

	Chemical Abstracts (Chemistry)			Referativnyi Zhurnal (Physics)	
	v.58 (1958)*	v.64(1966)	v.71(1969)	No.11(1959)	No.11(1969)
English	50.5	52.9	55.9	44.5	61.6
German	9.7	8.9	6.1	9.1	4.4
French	5.5	3.8	4.4	8.6	5.0
Russian	16.8	21.2	24.2	28.3	26.2
Japanese	6.1	3.2	4.3	3.5	0.8
Spanish	1.0	0.6	0.3	0.2	0.02
All others	10.4	9.4	4.8	5.8	1.8
Total					

*) Source; J. Chem. Engineering, v. 36, 1959.

	Biological Abstracts v.15 (1969)			Mathematical Reviews v.38 (1969)	Meteorological and Geoastrophysical Abstracts**	
	Animal Sciences	Plant Sciences	Total Biological Sciences*		vols. 1-13 (up to 1962)	1970
English	63.1	58.2	61.0	58.5	60.3	71.7
German	6.5	8.5	6.8	6.2	13.8	5.0
French	4.1	9.0	5.3	12.5	6.4	2.9
Russian	14.8	10.8	15.3	16.6	10.6	14.4
Japanese	2.1	2.8	2.2	----	2.2	1.0
Spanish	2.0	3.4	2.3	1.0	1.3	0.4

"International languages"	----	----	----	----	----	3.4
All others	7.4	7.4	7.1	5.2	5.4	1.2
Total	6109	1573	8735	909	79,392	10,222

* includes Microbiology
** data supplied by Mr. Malcolm Rigley, U. S. Dept. of Commerce, Washington, D.C.

Thus, one can see, for example from a survey of Chemical Abstracts, that between 1958 and 1969 only English and Russian made real gains in the proportion of papers written in these two languages in the field of chemistry.

The comparable data from the Soviet abstracting periodical, Referativnyi Zhurnal, reveal a strong position occupied by the Russian language between 1959 and 1969 and, of course, by English in the field of physics. We can also see that Russian has become an important language, second only to English, in mathematics and in biological sciences. The same is true for meteorology and geology.

The conclusion is clear: Russian now is a major language of science. Furthermore, on the basis of all long-time trends, it should remain in that position for the forseeable future. The degree of its relative importance varies, of course, from discipline to discipline and from one field of specialization to another. For example, French, which in the total picture of "language of science" occupies a relatively minor place today, is close on the heels of Russian in the broad area of plant sciences (botany, plant pathology, agronomic sciences) and in microbiology (bacteriology and virology). The same can be said for German in some areas of animal sciences. However, the fact remains that based on the total volume of published papers, Russian today is the second most important language of science.

An obvious question then suggests itself: if Russian is so important, then why is it that in our colleges and universities, particularly in our graduate schools, many science students ignore this language? In my opinion, the major reason is tradition.

For years, German and French have been the languages of choice for most scientists in this country. Until very recently, these languages have been considered as the only acceptable language options by our graduate schools. Why? Because graduate schools are the creations of their graduate faculty who, in turn, are creatures of their own graduate school experiences. Very few American scientists had considered Russian as a suitable science language until October 1957, that is--until the first Sputnik.

As we all know, traditions die hard and the tradition of encouraging science-oriented students to study languages which, in the context we are considering here, have been on a downhill road, is no exception. It is this unwillingness to change, to adapt to new circumstances, that, in my opinion, have been largely responsible for the attitude of cynicism on the part of students majoring in sciences toward foreign language requirements in our graduate schools. Considering the fact that only 5%-7% of all scientific literature

today is published in German and French, can we really expect an average student to regard the study of these languages "relevant" to his needs? Let us remember also that most of these students have had only a minimal exposure to foreign languages before their entry into the graduate school. No wonder then that they tend to express strong and vociferous resistance to the advice rendered, often half-heartedly, by their major professors regarding the "need" to study one or more foreign languages. The student believes that this professional tool is superfluous. The matter is further aggravated by the undeniable fact that often their major professors themselves have low proficiency in foreign languages.

Earlier, tradition was given as a major reason for the existence of a "blind spot" in the field of vision of the average American scientist with regard to Russian. There are other reasons as well. One is a near-total ignorance of the Russian language on the part of this average scientist and, this being so, the latter dismisses the language bacause he cannot use it. Another reason is a deeply ingrained suspicion, especially among biologists and health science research workers, that Soviet science is, somehow, "second rate". This intellectual aberration is fortunately for this country, on the way out, due to the increased availability of Soviet periodicals in English translation and to the more frequent contact with soviet scientists at international conferences and through "cultural exchanges".

Then there is the problem of attitude, of lack of motivation (euphemism for intellectual laziness). This attitude is encouraged by the availability of abstracts, in English, for most of the important Russian language scientific publications and be a relatively new development, already alluded to, in the field of communication in international science, i.e. the "cover-to-cover" English translation of a number of Russian scientific periodicals. Many of the established American scientists seem to have accepted this translated material as an easy way out of a dilemma: their growing realization that Soviet science can no longer be ignored is countered by their unwillingness to invest some personal effort to acquire the necessary knowledge and ability to read scientific Russian.

One may argue that the existence of these translations would mitigate against learning Russian on the part of potential or aspiring young scientists. But it need not be so. One reason is the time lag that exists today between the appearance of a Russian scientific periodical and its translation into English: the interval is nearly twelve months. No scientist who wants to be "on top of things" in his area of specialization, can afford to wait that long. Furthermore, the list of Soviet journals in English translation is still woefully brief when considered against the total output. Moreover, the cost of these translated periodicals is high. All in all, we can expect the translation program (largely supported by federal funds) to help the cause of Russian in our science community and, by extrapolation, in the schools, colleges and universities of this country. We, as teachers of Russian, have a role to play here--it is our responsibility to convince our administrators, our colleagues, our students and their parents that Russian

is important as a communication tool in science, and that its importance is steadily growing. When this information, based on hard, indisuptable facts, permeates our social and professional environment then, I believe, science-oriented students will become more selective in deciding on the first foreign language to study: for most of them, common sense will point to Russian.

(Based on a paper read before A.A.T.S.E.E.L., at the Annual State Conference of W.A.F.L.T. in Spokane, March 17, 1972.)

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FOREIGN LANGUAGE STUDY IN WASHINGTON: THEN, NOW, AND ?

Speaker: Keith Crosbie, Washington State Supervisor of Foreign Language Programs
Recorder: Harold Skinner, Spokane Public Schools

Mr. Crosbie indicated that during the school year 1971-72 Washington foreign language classes in grades 7-12 have lost approximately 3,000 students. Nearly two-thirds of this loss has been in French, one-third in Spanish, and very little in German. Of the major languages taught in the state, only Russian gained (by 220). Fewer than 1500 are enrolled in Latin. Total enrollment this school year was 88,342 compared to the 1968-69 figure of 93,954.

Another noteworthy statistic is that in 1968 over 26% of all students enrolled in grades 7-12 were involved in foreign language study, but this figure is 23.3% in 1971-72. Even in 1968 Washington was nearly one percentage point below the national average, and there is reason to believe we are still slightly below that figure. Some New England states show a greater awareness of the need for foreign language learning than Washington. For example, Connecticut enrolled 55% of their students if foreign language classes in 1968.

Mr. Crosbie stated that in view of declining enrollments, it is imperative to develop and use our organizational strengths. With only slightly more than 350 out of more than a possible 1,000 public secondary language teachers enrolled as members of WAFLT, we are obviously not doing well.

One direction recommended is to try new methods and ideas, since evidence exists which suggests that those teachers who do experiment are also holding their students more easily. This effort may take many different directions, but it must provide some motivation for the student to stay in language classes.

Mr. Crosbie urged all language teachers to participate in the project sponsored by his office, called FLITE (Foreign Language Idea and Technique Exchange). All teachers are invited to submit some idea or innovation, whether old or new, which has been successful in their classroom.

Mr. Crosbie also urges teachers to be realistic about the outcomes that they may expect from students. "Let us not promise the whole earth and run the risk of their frustration when they cannot speak like natives and cannot understand the complete value system of a foreign people in two years" is his advice to teachers.

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Teaching Literature in the Secondary Schools

Speaker: Prof. Gertrud S. Mazur,
Washington State University
Recorder: Mr. Tim Lamont,
Bellevue Public Schools

Professor Mazur began by reminding us of the typical student attitude that "literature is dead, impractical, time-consuming, and irrelevant." Partly because of this attitude, she maintained that we must teach literature. Foreign Language teachers, as any others, have the obligation to awaken student imaginations, too long stifled by push-button entertainment.

Teaching literature is a social, a humanistic activity. It helps serve as an introduction to a foreign culture and as a reminder to students that real people in another locality really do communicate with this language. Literature depends upon words, and words are not merely describers but, likewise, evaluators of cultural reality. The value of literature is the extent to which it is the ordered, harmonious use of language.

Professor Mazur enumerated three different definitions of culture: personal refinement, a social-scientific definition, and an anthropological definition. She expressed the view that literature probably embraces all three. There has been too much emphasis, however, on refinement at the expense of the other two.

She suggested we make use of the students' previous background experience with language and literature, and proceed in minimal, cognitive steps. Some suggestions for using the various genres are as follows:

PROVERBS: They are a good starting point, short, sophisticated, and a good reminder of the untranslatability of foreign language.

FAIRY TALES: These are widespread, familiar to many cultures, and lend themselves well to cultural evaluation. They can generate practice easily in all four language skills. They are very good for student take-offs. Professor Mazur stated that the oral tradition in literature has been ignored too long. Positive use should be made of it.

CHILDRENS VERSES, SONGS, GAMES: These are easily memorized, and not difficult.

POETRY: Ballads are very good. They are dramatic, lyrical, have a plot line to follow, and include folk elements, particularly the supernatural.

SHORT STORIES: Selection for appropriate difficulty level and student interest is very important. They should probably be contemporary.

If the teacher proceeds from the known to the unknown, through more and more interest-provoking questioning, students will reveal many self-acquired cultural insights and will express ideas which the teacher may have thought beyond their ability. As much as possible, work should be carried on in the foreign language, and the label "Literature Class" should be avoided.

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COMMUNITY COLLEGE SECTION

Recorder: Sister Magdalene Mary Peyton,
Ft. Wright College

Professor Leon Applebaum of Seattle Community College presided over the Community College section, which met at 10:15 on the morning of Saturday, March 18. Moderator was Mr. Keith Crosbie, State Supervisor of Foreign Languages. The Subject: "The Responsibility of Community Colleges in Foreign Language Instruction."

On calling the meeting to order, Professor Applebaum stated that the purpose of this get-together was to localize the problems in the community college area and arrange for a future meeting. Though the meeting was scheduled at the same time as that of the university group, it was pointed out that technically the community college is a part of the university. The first task of the group is to determine what the role of the community college in foreign language instruction is.

The keynote struck at the beginning was that the community college represents a forgotten sector. It is separated from the university and does not come directly under the Office of Public Instruction. It has no special representation at the state level. It is separated by district from other educational institutes of its type, is separately funded, and its operation in respect to programs and administration is somewhat different in each area of the state.

An analysis must be made to ascertain the specific needs of the students who attend these colleges. We must determine who they are and what they want to achieve. Beset by problems, these educational institutions often are not able to offer their courses in sequence. There is in general a lack of innovative approaches. It is often said that the administration cannot hire adequately because of lack of funds, but this is not the truth. Rather the money appropriated for institutional progress is at times diverted to other purposes.

It was stated that meetings should be held at the same time as the other university and college programs. The community colleges cannot define their responsibility aside from the state's responsibility for them. The assertion that there are no funds available for community colleges is not true. Senator Wayne Morse's statement of how money is spent throughout the country applies here, too.

Attention focuses on the student in the community colleges today. The programs are waning because of increasing problems. Mr. Keith Crosbie inquired what the possibilities of community college personnel getting together were, and asked under what auspices this should be, and at what time and place. It was suggested such a meeting might be arranged through the Center for Development of Community College Education. Perhaps there could be a conference on preparing community college personnel.

It was decided that suggestions for this meeting be obtained through a questionnaire. In this way curriculum guides could be set up as to what to include and exclude. North Seattle Community College was settled on as the place, if it were possible to get some fund support. It was suggested that basic information be sent to each community college so that they could commit themselves as to interest.

The best solution for trying to find solutions to the community college problems seemed to be to form a state-wide organization to meet at least four times a year and discuss their particular problems. At present there is no publication of information on the major problems. According to the group the basic problems seem to be: (1) The need of a way to express themselves as a community college group; (2) The lack of the specific information necessary to identify the special problems. A suggestion was made to have a state-wide questionnaire to be given to faculty and students on all levels to provide pertinent information; (3) The urgent imperative to define just what the responsibility of the community college teacher and the role of the college itself is. Perhaps the teachers themselves can provide the information necessary to arrive at a defined responsibility. Could one problem-centered speech serve as a vehicle? A panel of counsellors and students? A questionnaire to three or four classes?

Discussion of the proposed questionnaire centered around the adequacy of such a vehicle, which types of information were needed, and the possibilities for a sufficient response to validate the results.

A summing up of the difficulties faced by the community colleges in the foreign language field included the unpredictability of any sequence. Two-thirds of the students entering say that they intend to go on; only one-third do. The small enrollment causes budget cuts and elimination of some programs. Teachers have to take on certain courses as an over-load. Due to many circumstances there must often be a lack of sequence. The fact that students come from high school with such a wide variety of backgrounds causes a special problem where the foreign language curriculum must be so limited. The community colleges need to decide whether they will take a literary or language approach.

Some felt that an obstacle to effectiveness in language teaching was the two-quarter university requirement. They felt that three would be more meaningful in some way. In general it was felt that there is a lack of communication between the community college and the university. Asked by Mr. Crosbie whether they favored a requirement of some kind as a university admission requirement, most responded in the affirmative but felt that the present outlook was not good.

The group commended Mr. Keith Crosbie for taking such an interested and active part in the meeting, an action in which he had gone beyond the normal scope of his duties.

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ANOTHER LOOK AT CURRICULUM INNOVATION

Speaker: Mrs. Jo Love Beach,
Bellevue Public Schools
Recorder: Mrs. Laural Hepton,
Spokane Public Schools

Mrs. Beach opened her presentation by sharing an identity game with us that could be used in the classroom to acquaint students with one another and to expand conversation.

A person lists 5 facts that he would like soemone else to know about himself. He pins his list to his clothing and wanders around the room and (mentally) meets someone by reading their list--don't talk! After 5 seconds he wanders to another person and continues in this manner for perhaps a minute. Then he goes back to the person he considers most interesting to carry on a short get-acquainted conversation.

The Bellevue Public School System, where Mrs. Beach is employed, consists of 24 elementary schools, 8 junior, and 4 senior high schools. As the FLES Program was phased out 10 years ago in the elementary schools the foreign language study is concentrated in the Jr. and Sr. Highs. Many of the initial problems of the Jr. Highs were: too many courses being offered (language enrollment down), texts geared to high school level, too much emphasis on linguistics, not enough on culture, and classes too large.

Realizing these problems it was decided that foreign language study would remain an elective with class enrollment not to exceed 25 students, there would be no locally required courses, a specific set of core materials would be used with team teaching and teachers agreeing on amount of material to be covered.

The curriculum changes made in 1970-1972 were:

The French and German teachers developed a workbook for the student with expanded exercises to complement the text. For the teacher a manual containing lesson plans and stimulation was produced.

The Spanish teachers developed a review notebook to supplement the text and a culture workbook that contains a variety of exercises, activities, games, crafts, folklore, etc. that correlate with each unit of the text. Some of the exercises center around the California Missions, foods, Spanish names and even the creation by each student of an Ojo de Dios. Filmstrips and accompanying scripts were produced for some units and even a field trip to a local tortilla factory is suggested to add special significance to the food unit.

In evaluating this program the outlook is good as the student and teacher attitude has remained positive and enrollment stable.

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A.A.T.F. REPORT

Recorder: Dr. Richard Carey,
E.W.S.C.

Mr. Harold Skinner regretfully announced the departure of Monsieur Dubois as Consultant in French for the Spokane area; money for this office is no longer available. Mr. Skinner noted the sharp decrease in high school French classes. As a remedy he instituted a round of parties hosted by Rogers High School during which students communicated in French, presented fashion shows, plays and skits, including a modern version of Blanche Neige. The large number of home-baked French pastries was indicative of the enthusiasm shown, but they exceeded by far the abdominal capacities of the numerous participants. The party's obvious success will undoubtedly inspire other large groups to institute their own get-togethers.

The new Consul Général de France, M. Emmanuel de Casteja lamented in his speech the persistence of the stereotyped image of a Frenchman--invalid now these 50 years. He assured us all has changed: the ordinary Frenchman no longer thinks of the glory of France, but rather of his individual problems. The country is now a young one in every respect: administration, industry, artistic endeavor, education, yet still constitutes the avant-garde in many fields. Decentralization is a noteworthy aspect of the change in France, along with wide-spread economic and industrial innovations; the Common Market is one, huge supermarkets, huge highways, huge corporations are other examples of beneficial change. There will soon be complete unity in Western Europe, M. de Casteja intimated. He envisions an impending near-Golden Age for France. We would like to share his optimism.

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Je m'en vais chercher un grand peut-être.

Rabelais

TEACHING CULTURE & CIVILIZATION: CHICANO STUDIES IN THE FOREIGN LANGUAGE CURRICULUM

Speakers: Reymundo Marin, W.S.U.
David Huajardo, W.W.S.C.
Chairman & Recorder: Mr. Cenobio Macias,
Tacoma Public Schools

The opening comments by the chairman emphasized the fact that this country's educational system is permeated by the White, Anglo-Saxon Protestant work ethic; the one value approach to teaching excludes many students who belong to minority groups. Though the talks directed themselves to the Chicano's problems, the generalizations should apply to the plight of other groups.

Professor Marin: Traditionally, the "enemies" of Chicanos have been Spanish teachers. The reason? They tend to concentrate on a "cultured" Spanish and make the Chicano feel that what he has learned at home is inferior. The label of "foreign" language does little to make the Chicano feel at home with what he already knows. Ten million Spanish-speaking people are told they must learn correctly.

Language is ever changing. The fact that two languages exist side by side forces Spanish in this country to take on a new form which many consider incorrect. Acceptance becomes a problem for the teacher and not for the student.

The Chicano's Spanish is more influenced by Mexico than by Spain and it would be poor judgment to emphasize Spanish from the latter rather than the former.

Teaching techniques for bilinguals should be different than for beginners--otherwise boredom is a certainty. Steps are taken to separate the Chicano when learning English but not necessarily when learning Spanish. Segregation is not the reason for separation but rather gives the rationale for it. Chicanos are not allowed to use their language in school until they take it as a "foreign language". Because he has been divested of his language, the Chicano has been deprived of his most prized possession. Language contains the culture, the manner of being, of thinking, etc.

Finally, it is the duty of the teacher to make a student feel that his language is as good as any other. If language is communication, then it is not important if colloquialism are part of the tool. Take the student where he is, make use of the structure and pronunciation that he knows, and teach him the universally accepted Spanish but without insulting his own. Given the help that he needs in reading and stress, the Chicano may soon equal the levels of his fellow students and teacher--and perhaps even surpass them. This observation is made from experience. There arises the problem of those whose last name is Spanish but who do not know Spanish; this requires another approach. Perhaps he would be a beginning student but that again must be determined by you the teacher. But always, from a cultural point of view, you must always try to heighten the individual--not destroy him in the educational process.

Professor Huajardo: From my observations those present are here because of experience with students with an Hispanic background and are seeking more efficient approaches in teaching these students. You are sincerely interested in teaching. I mention that because I feel that there is a tremendous amount of dishonesty in teaching. I want to emphasize those programs which are didactic because they are the ones which have most affected the Chicano. Teachers have moved from the traditional to the audio-lingual to bilingualism, from one fad to another; perhaps that is your only means of survival. I know several people who would spend their summers learning 32 dialogues so that they could teach a foreign language the following year. I call that dishonesty; and that has been happening for many years now.

The State of Washington, during the peak migrant season, can count on over 100,000 Chicanos. This number should have an impact on how and what Chicano students should be taught. Up to now assimilation has been preached as the desired epitome. It has not worked. Now the Chicano wants to learn about his past. A truly intelligent teacher and an aware district would attempt to use the best possible materials for a Chicano. Since none exist, the teacher's creativity and sensibility are challenged to give the student the incentive about which Professor Marin spoke. I am presently offering a course on the causes for and the effects of the Mexican Revolution on the Southwest. The background materials that I have been able to find are nothing less than a treasure of information which was never made known to me when I was learning U.S. history. These become the very core of what our students must learn. I would ask that you conscientiously dedicate--and perhaps on a higher plane, consecrate--yourselves to attain that identity which our Chicano students have sought for so long.

* * *

A lively discussion period followed. Worth mentioning are: only a truly bilingual can really help the Chicano because he is the only one who can take the student wherever he may be and aid him; more than 50% of Chicano students are not finishing high school; community colleges are making no effort to help Chicanos; there are 70,000 people of Hispanic background in Washington and between April and November there are another 50,000 migrants and 95% of these are Chicano; the Congressional Record indicates that 20% of the casualties in Viet Nam are Chicano; the Employemnt Security shows that from 1965-1971 of the 96,000 returning veterans, 8,000 were Chicanos, many of whom had not finished high school and therefore destined for the fields; the question arises: what are the foreign language teachers doing about these problems? A partial answer is that you are the ones who must make an immediate beginning with Chicano students.

(Both speakers offered to send a bibliography on request.)

GROUP DISCUSSIONS AND PANELS III
COLLEGE AND UNIVERSITY

Chairman, Dr. Peter A. Eddy, W.W.S.C.
Panel: Dr. Albert Ayars, Superintendent, Spokane Public Schools
Dr. Emerson C. Shuck, President, E.W.S.C.
Dr. George E. Smith, Vice Chancellor, Univ. of Calif., Santa Barbara
Dr. Walter L. Robinson, Chairman, Foreign Languages & Literatures, W.W.S.C.
Dr. Stephen R. Mitchell, Dean, College of Sciences & Arts, W.S.U.

The panelists discussed the general topic "New Directions in College and University Curriculum in the 70's." Dr. Ayars as an administrator directed his remarks to the field of foreign language teaching and teacher preparation. Basing his remarks on premises current in the Spokane School System, he stated that they still feel that all students should be given the opportunity to learn at least one foreign language. This learning should include both language for communication and cultural material. He also stated that it is clear that a six-year program is ideal. However, the Spokane School System, like others, is faced with a serious attendance drop after three or four years so that it is now impractical to meet that ideal. The Spokane School System looks forward to the impact of the International Exposition of 1974 as a stimulus in foreign language study. Dr. Ayars then went on to explore how the colleges and universities can help the public school system most. He set down various points which he considered of real importance in the kind of person the college should put into the foreign language classroom. He would like to find the student who can bring excitement to language learning. He feels that high school students now are probably going to college better prepared than their peers in the past and that they should expect to receive advanced placement. He is chiefly concerned that the child gifted in foreign languages should be given special opportunity to develop his skills. Dr. Ayars stated that there is a need for more courses taught in the target language, not conducted in English about the language. He stressed the importance of developing practical vocabulary for everyday conversation, for travel, or for use of the language in the sciences, business, etc. Dr. Ayars feels that there should be some way that the colleges could develop a double major or parallel major so that students will become truly proficient in a foreign language and use it effectively while making their living in another field, as in business, the professions, as scientists, diplomats or secretaries, who can communicate effectively in another language. Also, from the administrator's point of view, Dr. Ayars stressed the importance of the students' acquiring a proficiency in at least two languages, probably in those commonly taught in the public schools of their state. To close his remarks, Dr. Ayars pointed out that he feels that the foreign living experience is of great importance for people preparing to teach foreign languages.

As president of a four-year state college, Dr. Shuck put forward first the opinion that people in higher education generally are far better at analyzing problems than discovering solutions. We are too ready to rationalize why the problems are not our fault. Dr. Shuck sees the problems of foreign languages growing out of certain trends in higher education categorized

roughly under the following heads: (1) economy, (2) accountability, and (3) antagonism to the humanities. He sees the latter point, the growing antagonism to the humanities, as the result of a misinterpretation of their meaning or relevance. It is clear that no satisfactory answer to the question "What is relevant to modern education?" can be discovered easily. Dr. Shuck stated that he is really not sure what relevance generally means today. Much of the insistence on relevance comes from the common American pragmatism which grew out of our frontier background. We are always asking "What is it worth? What is it worth today, tomorrow?" We may discover as we look for the answers to these questions that what a particular skill is worth today may not be a true determinant of its worth in the long run. Part of the problem of stimulating interest in the study of foreign language has to do with the question of salesmanship in which we must find satisfactory answers to the questions of relevance, efficiency, and pragmatism. Dr. Shuck feels that there is no mystique in foreign language study to the extent that we discover it in computer science, physics, and disciplines of this kind. He stressed that what is important in foreign language study is its translation into everyday terms. The key to success in foreign language as Dr. Shuck sees it is persistence. Once one has begun a foreign language, he must continue to practice, read, and live with the foreign language. To fit this concept into modern educational practice, we must reconsider education as an ever-continuing process from the earliest stage of human experience. The foreign language begun early should not be forgotten just because the student graduates from the eighth grade. His experience should continue throughout life.

Dr. Smith brought out the kinds of thrusts he receives from students that he talks to all over the country, as well as at his own campus in Santa Barbara. Some of the things that the students are saying about foreign language requirements are that (1) the foreign language is not needed, (2) it is not relevant (to him), (3) it is too heavy, (4) it is ineffective in helping him reach his goals. Dr. Smith feels what the students are really saying is something in the order of a request for a multiplicity of tracks in foreign language study (for communication, for a cultural set, etc.). Foreign languages are also under fire from colleagues in other disciplines. What are some of the remedies or what can be thought of as lying ahead. Dr. Smith sees an important contribution through content courses from other disciplines taught in the foreign language, such as Fine Arts in French, Sociology in Spanish, etc., as Sociology/Anthrophology specialty areas could particularly profit from courses about language and culture given in the target languages. While on the one hand language as a research tool is being replaced by computer translation and other technological advances of this kind, on the other, in schools where language requirements are being dropped, courses about culture and language are becoming more popular. Some schools are establishing language skill and communications courses with other options to satisfy the language requirement. An example might be that where four semesters of language are required, one would take two semesters in the language and the specialized courses taught in the language but in other fields. The development of programs of this kind would help provide the multiplicity of tracks Dr. Smith sees as the need for foreign languages in the 70's.

Dr. Robinson stressed the fact that though it is clear from the earlier speakers and from what we know generally in the profession that change is very much needed, it is likewise clear that foreign language teachers as a group are very conservative. Professor Robinson feels that though we are giving lip service to certain new techniques and approaches and have been "monkeying around" with the curriculum, we have not really changed the curriculum. What we have done is contributed to the proliferation of courses. This proliferation is probably due to a misunderstanding on the part of the faculty as to its objectives. Foreign language faculties should realize that most students in foreign language do not want to be Ph.D. candidates or teachers. Because of these attitudes, we are noticing also a decreasing need for foreign language teachers and we are discovering that our ancillary function to other disciplines is very much eroded. Dr. Robinson feels that students can contribute to show us new directions in inter-disciplinary programs somewhat on the order of those mentioned by other speakers on the panel. To summarize his concerns, Dr. Robinson stated that we should pull the curriculum together, redefine our objectives in the light of a reduced need for teachers while still providing enough for the profession, but not more important to make language study more interesting to non-majors. This last is, of course, the most difficult of all of the urgent problems calling for solution. Dr. Robinson challenges the profession to find the necessary solution.

Dr. Mitchell addressed himself to the problem of foreign language in respect to the place the university will be ten years from now. He pointed out that there is a strong sentiment presently that foreign language is now not what it should be or even what it used to be and that it is not self-justifying. He pointed out that the foreign language profession still seems to talk as it did in the 30's or the 40's. Growing out of this conservative tendency is a growing mood against the requirements in foreign language and against the inflexibility of requirements in general. Why do these problems exist? Dr. Mitchell sees that foreign language involves a lot of drudgery at first and then a pleasant experience later. He feels that this trend must be reversed if possible. He feels that many advances should be made in the introductory level of languages, innovations that would lead to a more pleasant initial experience. Dr. Mitchell also approached the problem of the dwindling number of majors in foreign language. There seems to be less interest in foreign language for its own sake. Therefore, there must be some way to integrate the foreign language into the total university curriculum. Dr. Mitchell concurred with Dr. Robinson's feeling, however, that we are perhaps too conservative to change. However, he reiterated that the survival of foreign language depends upon its being able to do more things for a non-language major. The foreign language teacher should not be averse to teaching works in translation. As a matter of fact, the foreign language teacher has an advantage over the non-foreign language teacher in teaching literature in translation or, for example, courses in German language, German culture, German ways and attitudes, than the non-German language teacher. Dr. Mitchell declared he had no handy solution for the problem but specific answers to these problems must be found.

After the panelists had completed their initial presentation, the meeting was thrown open for general questions from the audience. A comment from the floor by Dr. John Brewer, W.S.U., led to the question "Can we throw out the catalog?" Dr. Shuck spoke to this question, pointing out that we must get rid of the concept of the catalog as representing the curriculum. The tendency to split courses as faculty members increase must be curbed because proliferation is debilitating. Part of this proliferation is due to the intense parochialism of faculty members as scholars. Curriculum is based along departmental lines which inhibits ready exchange among disciplines. This problem is a professional one in urgent need of a solution.

Another negative effect of proliferation leads to the increased cost of education which causes the institution to price itself out of the public market. Dr. Shuck pointed out that the discarding of the concept of the renaissance man broadly founded in many disciplines has been deleterious. Dr. Jean-Charles Seigneuret commented that what is needed is that we change ourselves not our method. Mrs. Jean Lee pointed out that the foreign language departments might possible offer a compromise course with the History department in offering German history as a special course in foreign language. Dr. Rodney Swenson, P.L.U., asked Dr. Ayars what he particularly looked for in hiring foreign language teachers. Dr. Ayars answered that he looks for the exciting teacher, the one with a practical command of the language. Dr. David Benseler, W.S.U., commented from the floor that many academic departments' programs leave too few elective hours for students to pursue individual interests, such as foreign language study, outside their major subject area. Dr. Smith stated that nationally enrollment in foreign language is up. In another comment from the floor, Mrs. Genevra Gearhart stated her concern that language study per se should be put on the same level as literature and linguistics in major programs. She suggested starting graduate programs concentrating on language but she did not see these as similar to the Doctor of Arts degree. In a final summation, both Dr. Shuck and Dr. Mitchell felt that many of our problems are perhaps a question of either faulty administration or faculty cunning. They both insisted, however, that innovation is possible within the present college and university structure.

Respectfully submitted

Herbert L. Baird, Jr.
Recorder

Wear your learning, like your watch, in a private pocket: and do not merely pull it out and strike it; merely to show that you have one.

Philip, Earl of Chesterfield

CLASSICAL ASSOCIATION OF THE PACIFIC NORTHWEST

EXPERIENCES OF A FIRST YEAR LATIN TEACHER

Speaker: Mrs. Nora MacDonald,
Yakima Public Schools
Recorder: Miss Laura Melton,
Univ. of Washington

Mrs. Nora MacDonald, a Latin teacher at Eisenhower High School, spoke about her first year experiences as a Latin teacher. She is using the Hans H. Oerberg Lingua Latina text in most of her classes. Eisenhower High School operates on a trimester basis.

Mrs. MacDonald began by discussing the registration process at her school and the methods which she used to interest students in the study of Latin. She had her own books on display for students to examine, and is very enthusiastic about her subject. She begins the year with two first year Latin classes of about 15 students each, and a combined Latin II-III class.

Many students who opted for her classes were those who did not know what Latin was, who registered late, and who had weak backgrounds in languages, and literature. She also had no books. Therefore, she began the year with ditto copies of Latin materials.

To maintain interest and to add variety to her classes, she planned her lessons so that they involved acting out stories in class, readings xeroxed from older Latin texts, a unit on the history of language, and assigned special projects to each student. First year projects were directed at finding things today which are related to Latin in newspapers and daily life. Second year students dressed dolls in Roman garb, built a life-size catapault, and gave reports. Third year students were assigned to do a literary study of one author (Cicero, Ovid, Catullus. . .), after they had read some of their particular author's works.

Winter trimester she assigned projects again. The first year students did culture reports. The second year students' reports involved Caesar, and the third year students did comparisons of authors, or schools of thought

She stated that the plans for such reports for her spring trimester would include: maps, bulletin boards, posters, family trees, etc. She attempts to interest her students in the culture by relating the Roman holidays to our own by presenting information on them (for example, the history of Christmas) by reading works in Latin about the holidays. She also teaches Christmas songs to her students in Latin.

Other games she has used to brighten up a day are: vocabulary bingo; word guessing games; and noun and verb ending games.

Mrs. MacDonald offers extra curricular activities to her students by sponsoring a JCL (Junior Classical League) chapter. Her club has been very

active this year. they had an initiation barbeque, prepared an issue of the Vox Latina, the state JCL publication, attended the state JCL convention in Seattle, where several students ran for state offices. The WJCL treasurer is one of her students. The club has sponsored a pickle sale, a cookie sale, a Christmas caroling party (in Latin, of course), and they are now planning an overnight camping trip to Whidbey Island in May.

In general, Mrs. MacDonald teaches what the textbook demands, but tries to add much more information about the cultures of ancient Greece and Rome, and she tries to involve her Latin students in the culture and literary history of the language.

Following her discussion, many ideas were mentioned in connection with furthering the study of Latin. It was generally agreed upon that Latin is not dead, but is on the verge of becoming even more vital.

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IS FLES HOLDING ITS OWN?

Chairman: Prof. Willi Fischer, U.W.
Panel: Mrs. Helga Pollak,
Miss Judy Veltrie, Spokane Public Schools
Dr. Paul McRill, Seattle Public Schools

Mrs. Helga Pollak, a specialist in language teaching for pre-school children, lamented that the American educational system begins foreign language instruction too late. She would rather see formal foreign language instruction begin with children at around their fifth birthday. "The five year old is curious," she said, "he is a keen observer, he is eager to learn, and most of all for him it is both natural and fun to imitate." The teacher who works with pre-school children must be more capable, than her public school counterpart, of understanding a child's way of thinking and of playing a major role in his world. In order to accomplish this goal, Mrs. Pollak makes ample use of pictures, games, songs, and art projects. Such teachers should, according to Mrs. Pollak, be constantly aware of new methods which can be adapted to her use. "Flexibility is important," she said, "The unexpected interruptions of a class time are great teaching aids. If a fire truck goes by we simply have to go to the window and watch." This experience is then put into the target language. Mrs. Pollak asserts that vocabulary is learned readily in such a way.

Miss Judy Veltrie of Spokane spoke about her use of television to teach French to elementary school pupils. She uses this medium primarily to reach as many pupils as possible and to help create a French atmosphere in the classrooms her program reaches. Her program, which is individualized to a certain extent, is taped and then broadcast on two successive days--once in the morning and again on the following day. In this manner, most elementary teachers in the Spokane system are able to fit it into their classroom schedules.

In addition, Miss Veltrie also visits classes on an irregular basis. But, since Spokane has 45 elementary schools, she cannot visit each with any degree of frequency. The program stresses both language and culture. She told of filming fashion shows, skiing, dining out, and various other activities.

The final presentation in this section was made by Dr. Paul McRill of Seattle. He lamented the fact that FLES seems to be a dying concept. Responding to the question: "Is FLES holding its own?" Dr. McRill replied that, on the superficial level, he would have to say "no." "Not only in Seattle, but in Bellevue, Renton, Shoreline district, and all around, props have been pulled out from under us, teachers have been withdrawn, instruction has been dropped. I say superficially because I think we have not lost anything that we ever had in the first place." Dr. McRill went on to say that FLES never had any air of reality, firmness, commitment, or support in the first place, in Seattle or elsewhere. He drew constantly on the Seattle School District's experiences with FLES from 1962 until recently.

Looking to the future Dr. McRill pointed to the great possibilities inherent in the concept of a bilingual education. "In essence if you are operating a school at all, you don't really have to have something called foreign language if you are operating the school in two languages. . . To me this is the right hope for getting somewhere." In closing he pointed out his view that such schools will be more evident in future years.

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CLOSING PANEL DISCUSSION OF THE SPOKANE CONFERENCE

Participants

Moderator: Dr. E. E. Bilyeu, C.W.S.C.
Members: Mrs. Florence Howell, Everett Public Schools
Mr. Keith Crosbie, Washington State Supervisor
Dr. Elizabeth Lord, W.S.U.
Mr. Gerald Logan, Morgan Hill, California

Mrs. Florence Howell felt that here we have seen the coming of age of WAFLT. Alvin Toffler in his book Future Shock demanded that we educate for change. We certainly should look for change in education. The encouraging thing was that here at the conference some people had collected who were experimenting in how to effect change. Maybe they were like a small island in the sea of education; but, at least, it was taking place. More teachers must be convinced of the need for change and discover a way how to bring it about.

We might get some ideas by looking at the direction of vocational education, where more and more students were being sent out to gain field experience. Where Gerald Logan brought Germany to the classroom, we should think in terms of the "school year abroad".

One particular concern of the conference was individualized instruction. The idea was clearly supported by Dr. Pino's findings that 85% of all learning takes place through the interaction of groups. Dr. Howell stated that in her own district, almost 100% of elementary education was individualized. We should learn to let go of the traditional idea of tight control. After having sat through a day at the conference, we must realize what our students feel like in the classroom day after day.

Dr. Howell then turned to the public relations factor. One way to gain interest for foreign languages was to get the community involved. Her district was organizing evening classes which students and their parents could attend together. She ended by saying that it was much more important to be imaginative and thoughtful than 100% right.

Dr. Elizabeth Lord had noticed two main themes at the WAFLT Conference: 1. "What do we teach?" The language itself. This also involves culture with a small c (or "k" in German!). She warned the audience not to present a cultural hodge-podge, however, but rather to try and concentrate on one particular area and treat this in depth. We should point out differences in the use of expressions e.g., the word "bloody" used as a stong swear word in Britain in comparison to the U.S.A. or "du lieber Gott" in German as compared to its literal English translation "dear God". We should tell students something about dialect variations. She personally likes to use proverbs to point out the psychological differences of the foreign language from English.

Foreign culture should definitely be taught in the target language. This could be done successfully, even if information had to be repeated 3 times. Dr. Lord rejected the idea of teaching culture in English in a foreign language course--students could be sent to other departments in that case. We should stop thinking of culture and literature as opposite poles. Culture should proceed from literature; the latter should be carefully picked for the purpose.

2. The second main theme at the conference was "how to teach". It was clear that the teacher was more important than the method. Flexibility was of prime importance and would only work if the teacher were in full command of his subject matter and aimed at solid grounding for students.

Mr. Keith Crosbie discussed what was working for us as foreign language teachers and members of WAFLT, and what against. For: human resources and relationships at all levels. In this organization we were not separated as in the AATs. This was of great importance. We were fortunate in having a tremendous amount of individual talent here in Washington, both at the college and high school level. Mr. Crosbie complemented Dr. Richard Whitcomb, president of WAFLT, for his fine leadership. Against: the enrollment problem. We were not as organizationally oriented in the State as we might be. Though membership had risen, we still needed more participation. Holding the conference in the Fall might prove more succussful. Mr. Crosbie expressed his appreciation to all, especially Dr. David Benseler, conference chairman, for their contribution and participation.

Mr. Gerald Logan was heartened by the fact that a large majority knew change was necessary and inevitable. There was need for answers, but there was not just one answer for all. We should ask: "What must I expect?" and "What am I expected to give?" An honest assessment of those we serve is necessary. Our clients are the final judges. We are not experts in human behavior and philosophy, even if we are language experts. We must accept the hard truth of the business transaction. A client will change his contractor if he does not fulfill his expectations.

Although Mr. Logan had found individualization the method for himself, this did not mean it was the right method for everyone. We should not try to adopt individualization if we are successful in our own way. The idea of "pluralism" supported this view. We should look for a new learning process, one that did not set up "monuments". If we fathomed what really was at the bottom, things would take care of themselves.

Dr. Bilyeu summed up the conference by saying that we had heard the word "crisis" frequently; but, at the same time, he had become conscious of hope, particularly in talking to individuals. We are actively striving for a new way and are at last forced to look at intrinsic values. Where enrollment is concerned, not all the news was depressing. Mr. Logan's enrollment was not decreasing; existing programs obviously were attractive. We had seen various teaching methods go by, such as the direct method. Now, perhaps, we had reached a period of diversity. Our common goal and concern is to improve programs and offer variety and flexibility, with the individual at the center.

Discussion

The question was raised whether culture should not, after all, be taught in English. Which was more important: culture or language? Dr. Lord objected to the use of English for a whole hour out of four class hours in a first or second year language course. In a poetry class she had used a very well edited book that used English background material for students to read at home. But the work in class should be conducted in the foreign language. We have to be willing to express ourselves primitively enough. Especially the time available in the beginning years of the foreign language is too precious to use English.

Dr. Lord's point of view was supported by a high school colleague who stated that during the second year already students were ready for suitable extracts from literature which could lead to discussions of culture in the foreign language.

Dr. Howard Altman, U.W., asked how Dr. Pino had arrived at his statistic that 85% of learning takes place in interacting groups. How as this measurable? Florence Howell answered that there were many definitions of group interaction--for instance, "a group" need not mean a large one. Dr. Pino's research had been done in elementary education.

The German representative from the Goethe Institute in San Francisco, Dr. Eugen Vetter, referred to a lecture by the psychologist, Dr. Aescher at San Jose, who claimed that a child's learning his native language should be the model for all language learning. Culture and language could, indeed, not be separated. He gave examples to demonstrate that language deprived of its cultural background cannot be taught. The cultural association has to be present of necessity; it is often unconsciously absorbed by the children and is as important as the "technicalities" of language.